

Oakwood-Windsor Elementary

3773 Charleston Highway
Aiken, SC 29801

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 479 Students | |
| Principal | Dr. Alice Sheehan | 803-641-2560 |
| Superintendent | Dr. Linda B. Eldridge | 803-641-2428 |
| Board Chair | Dr. John B. Bradley | 803-641-8431 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 18 | 55 | 21 | 0 |

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Good | Average | N/A |
| 2003 | Good | Below Average | No |
| 2004 | Good | Below Average | No |
| 2005 | Good | Good | Yes |

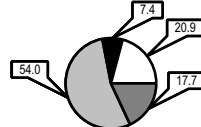
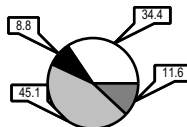
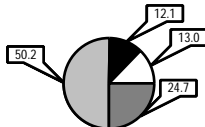
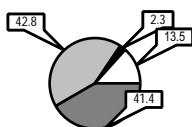
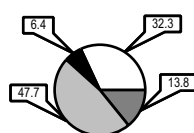
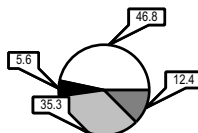
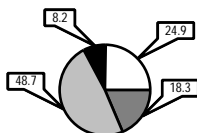
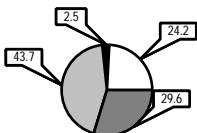
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 236 | 100.0 | 13.5 | 42.8 | 41.4 | 2.3 | 55.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 104 | 100.0 | 17.7 | 44.8 | 36.5 | 1.0 | 45.8 | | |
| Female | 132 | 100.0 | 10.1 | 41.2 | 45.4 | 3.4 | 63.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 150 | 100.0 | 13.9 | 43.1 | 40.9 | 2.2 | 55.5 | Yes | Yes |
| African American | 48 | 100.0 | 15.6 | 37.8 | 44.4 | 2.2 | 60.0 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 36 | 100.0 | 9.7 | 48.4 | 38.7 | 3.2 | 51.6 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 202 | 100.0 | 10.2 | 41.9 | 45.2 | 2.7 | 60.8 | | |
| Disabled | 34 | 100.0 | 34.5 | 48.3 | 17.2 | 0.0 | 24.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 236 | 100.0 | 13.5 | 42.8 | 41.4 | 2.3 | 55.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 13 | 100.0 | 10.0 | 80.0 | 10.0 | 0.0 | 20.0 | I/S | I/S |
| Non-Limited English Proficient | 223 | 100.0 | 13.7 | 41.0 | 42.9 | 2.4 | 57.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 178 | 100.0 | 13.9 | 47.5 | 35.4 | 3.2 | 50.6 | Yes | Yes |
| Full-pay meals | 58 | 100.0 | 12.3 | 29.8 | 57.9 | 0.0 | 70.2 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 236 | 100.0 | 13.0 | 50.2 | 24.7 | 12.1 | 54.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 104 | 100.0 | 11.5 | 47.9 | 25.0 | 15.6 | 54.2 | | |
| Female | 132 | 100.0 | 14.3 | 52.1 | 24.4 | 9.2 | 55.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 150 | 100.0 | 13.9 | 48.9 | 24.8 | 12.4 | 54.7 | Yes | Yes |
| African American | 48 | 100.0 | 17.8 | 51.1 | 17.8 | 13.3 | 57.8 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 36 | 100.0 | 3.2 | 54.8 | 32.3 | 9.7 | 51.6 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 202 | 100.0 | 7.5 | 51.1 | 27.4 | 14.0 | 60.2 | | |
| Disabled | 34 | 100.0 | 48.3 | 44.8 | 6.9 | 0.0 | 20.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 236 | 100.0 | 13.0 | 50.2 | 24.7 | 12.1 | 54.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 13 | 100.0 | 0.0 | 70.0 | 30.0 | 0.0 | 40.0 | I/S | I/S |
| Non-Limited English Proficient | 223 | 100.0 | 13.7 | 49.3 | 24.4 | 12.7 | 55.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 178 | 100.0 | 14.6 | 53.2 | 22.2 | 10.1 | 50.0 | Yes | Yes |
| Full-pay meals | 58 | 100.0 | 8.8 | 42.1 | 31.6 | 17.5 | 68.4 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 236 | 100.0 | 34.4 | 45.1 | 11.6 | 8.8 | 20.5 |
| Gender | | | | | | | |
| Male | 104 | 100.0 | 26.0 | 46.9 | 15.6 | 11.5 | 27.1 |
| Female | 132 | 100.0 | 41.2 | 43.7 | 8.4 | 6.7 | 15.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 150 | 100.0 | 32.1 | 43.8 | 10.9 | 13.1 | 24.1 |
| African American | 48 | 100.0 | 40.0 | 46.7 | 13.3 | 0.0 | 13.3 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 36 | 100.0 | 35.5 | 51.6 | 12.9 | 0.0 | 12.9 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 202 | 100.0 | 29.6 | 46.8 | 13.4 | 10.2 | 23.7 |
| Disabled | 34 | 100.0 | 65.5 | 34.5 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 236 | 100.0 | 34.4 | 45.1 | 11.6 | 8.8 | 20.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 13 | 100.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| Non-Limited English Proficient | 223 | 100.0 | 33.7 | 44.9 | 12.2 | 9.3 | 21.5 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 178 | 100.0 | 37.3 | 46.2 | 10.8 | 5.7 | 16.5 |
| Full-pay meals | 58 | 100.0 | 26.3 | 42.1 | 14.0 | 17.5 | 31.6 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 236 | 100.0 | 20.9 | 54.0 | 17.7 | 7.4 | 25.1 |
| Gender | | | | | | | |
| Male | 104 | 100.0 | 21.9 | 41.7 | 25.0 | 11.5 | 36.5 |
| Female | 132 | 100.0 | 20.2 | 63.9 | 11.8 | 4.2 | 16.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 150 | 100.0 | 19.7 | 51.1 | 18.2 | 10.9 | 29.2 |
| African American | 48 | 100.0 | 24.4 | 60.0 | 15.6 | 0.0 | 15.6 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 36 | 100.0 | 19.4 | 61.3 | 16.1 | 3.2 | 19.4 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 202 | 100.0 | 16.7 | 54.3 | 20.4 | 8.6 | 29.0 |
| Disabled | 34 | 100.0 | 48.3 | 51.7 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 236 | 100.0 | 20.9 | 54.0 | 17.7 | 7.4 | 25.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 13 | 100.0 | 30.0 | 70.0 | 0.0 | 0.0 | 0.0 |
| Non-Limited English Proficient | 223 | 100.0 | 20.5 | 53.2 | 18.5 | 7.8 | 26.3 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 178 | 100.0 | 24.7 | 53.2 | 17.1 | 5.1 | 22.2 |
| Full-pay meals | 58 | 100.0 | 10.5 | 56.1 | 19.3 | 14.0 | 33.3 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 93 | 100.0 | 9.1 | 46.6 | 40.9 | 3.4 | 44.3 |
| | 4 | 79 | 98.7 | 16.0 | 45.3 | 37.3 | 1.3 | 38.7 |
| | 5 | 93 | 98.9 | 18.2 | 59.1 | 19.3 | 3.4 | 22.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 83 | 100.0 | 13.3 | 32.0 | 52.0 | 2.7 | 54.7 |
| | 4 | 83 | 100.0 | 11.0 | 47.9 | 39.7 | 1.4 | 41.1 |
| | 5 | 70 | 100.0 | 16.4 | 49.3 | 31.3 | 3.0 | 34.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 93 | 100.0 | 21.6 | 55.7 | 17.0 | 5.7 | 22.7 |
| | 4 | 79 | 98.7 | 8.0 | 46.7 | 30.7 | 14.7 | 45.3 |
| | 5 | 93 | 98.9 | 15.9 | 48.9 | 21.6 | 13.6 | 35.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 83 | 100.0 | 20.0 | 61.3 | 16.0 | 2.7 | 18.7 |
| | 4 | 83 | 100.0 | 13.7 | 35.6 | 30.1 | 20.5 | 50.7 |
| | 5 | 70 | 100.0 | 4.5 | 53.7 | 28.4 | 13.4 | 41.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 83 | 100.0 | 33.3 | 50.7 | 13.3 | 2.7 | 16.0 |
| | 4 | 83 | 100.0 | 31.5 | 43.8 | 12.3 | 12.3 | 24.7 |
| | 5 | 70 | 100.0 | 38.8 | 40.3 | 9.0 | 11.9 | 20.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 83 | 100.0 | 18.7 | 64.0 | 13.3 | 4.0 | 17.3 |
| | 4 | 83 | 100.0 | 15.1 | 47.9 | 28.8 | 8.2 | 37.0 |
| | 5 | 70 | 100.0 | 29.9 | 49.3 | 10.4 | 10.4 | 20.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 479) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 94.4% | 100.0% | 100.0% |
| Retention rate | 3.6% | Down from 6.9% | 3.4% | 3.0% |
| Attendance rate | 95.4% | Up from 94.9% | 96.1% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 7.2% | Up from 6.1% | 4.1% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.9% | Up from 4.9% | 3.6% | 3.2% |
| Eligible for gifted and talented | 12.2% | Down from 19.6% | 9.1% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 9.0% | Up from 7.6% | 8.7% | 8.2% |
| Older than usual for grade | 1.3% | Down from 1.6% | 1.2% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 40) | | | | |
| Teachers with advanced degrees | 50.0% | Up from 47.5% | 50.0% | 52.6% |
| Continuing contract teachers | 85.0% | No change | 85.1% | 83.3% |
| Highly qualified teachers | 92.1% | Down from 94.4% | 94.0% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 0.0% | 0.0% |
| Teachers returning from previous year | 90.7% | Down from 92.9% | 86.3% | 87.0% |
| Teacher attendance rate | 92.7% | Down from 93.1% | 94.9% | 95.0% |
| Average teacher salary | \$43,312 | Up 8.5% | \$41,311 | \$41,703 |
| Prof. development days/teacher | 10.3 days | Down from 10.9 days | 13.5 days | 12.8 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.1 to 1 | Down from 18.2 to 1 | 18.4 to 1 | 18.8 to 1 |
| Prime instructional time | 95.2% | Up from 87.6% | 89.5% | 89.8% |
| Dollars spent per pupil* | \$5,924 | Up 5.0% | \$6,357 | \$6,242 |
| Percent of expenditures for teacher salaries* | 70.3% | Down from 70.7% | 65.0% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | No change | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 89.0% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 90.5% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school year, 2004-2005, has been very exciting for us. We have watched the construction of our new building with great anticipation. It will provide us with twenty-five classrooms, a new music room, and a new cafeteria. Our nineteen mobile units will be moving to other schools, and we will start the new school year with all classes inside the building. We are proud to show off our new building, and we know that our students will strive to perform higher academically because of the wonderful, new environment.

Our parents and community members have supported us this year, as we put our love for children into action. Our Breakfast Buddies Program, where all children eat breakfast family-style in the classroom each morning, gets us off to a great start each day. Our violin program, where students learn to make beautiful music together, is growing. Our clothes closet and food pantry assists families by supplying their most basic needs of food and clothing.

Our students perform well academically because our parents really value education and they work on homework each night with their children. They know that the school can't do it alone. It takes Teachers, Students, and Parents all working together to help students perform at the highest academic levels.

Here at Oakwood-Windsor, we welcome diversity and we celebrate the uniqueness of all children. We are prepared and eager to meet the challenges that lie ahead. Come visit us, and stay awhile. You'll like what you see. We ARE The Best Little School in the Country!

Mrs. Cheryl Hasley, Chair, School Improvement Council
Dr. Alice Sheehan, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 39 | 65 | 53 |
| Percent satisfied with learning environment | 94.6% | 93.7% | 94.3% |
| Percent satisfied with social and physical environment | 91.7% | 93.7% | 81.1% |
| Percent satisfied with school-home relations | 86.1% | 90.6% | 79.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.